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♦ **MINUTES** ♦
9th Meeting for Phase II
April 10, 2012
Londergan Hall ♦ Room 15

Commissioner Barry

The meeting opened at 4:00 pm with Commissioner Barry thanking everyone for coming. Commissioner Barry told everyone that the goal is to try to talk about the Teacher Effectiveness and Principal Effectiveness work that has been done at the Superintendents Meeting in June. We will present the models at that point, (even if they are not quite complete) to allow them some time for review and analysis. The Commissioner recognized that everyone has done a tremendous amount of work and stated that we are moving in the right direction. She then stated this model will still be in pilot form, as there will be schools that will volunteer (both SIG and non-SIG schools) to utilize the model and many districts and superintendents that are anxious to review it and analyze it. Starting in August, we will be working closely with various Teacher Preparation programs across New Hampshire. A lot of school boards are also quite anxious to see the model and there are at least six school districts that are interested in setting up incentive plans for their teachers, in terms of looking at effectiveness. Commissioner Barry stated that creating this model is like building a house. This is an architectural design process. Scott Marion is the architect in this case and with all of our ideas, feedback and concerns that we brought to him, he has created a design. We now have the opportunity to make changes to the design, but it needs to be enforced that we need to move on now as the country is moving forward. Commissioner Barry spoke of the waiver and how each week it seems as though the waiver is more and more of a possibility because of the work that we are doing in New Hampshire, but we must have an Educator Effectiveness system. It does not have to be fully developed, but we must have a system that we are proposing that will be studied. This model is a critical component if we decide to move forward with the waiver. Also, in order to gather support from private foundations, we must present a real significant system that shows that we are prepared to evaluate our educators.

Carol Kierstead

Carol stated that the group has been working on what Scott has developed, the architect's plan, for several meetings now and have raised questions and made recommendations. Carol stated that the purpose of the meeting was to confirm deliverables in the timeline that was presented and identify levels of agreement about the draft model system as it is now. You will also have the opportunity to raise questions while going through the process.

Kathy Dunne

Kathy stated that the elements that the Task Force has been working on so far will be the focus of the meeting. Kathy acknowledged that there are topics that have not yet been developed, but have been mentioned several times by everyone and those topics will be considered later. Kathy advised the group that they would be reading the draft of the state model system again to determine their individual level of agreement for each area and note what questions they may have on each of the areas. After everyone is done working independently, they will engage in small group discussions about the questions they have and the level of endorsement they have for each of the areas. The purpose of this exercise is to find out where everyone is in their endorsements and to identify questions that still need to be dealt with in order to make the final recommendations. Kathy then introduced the gradients of agreement from Sam Kaner and stated that its importance lies with creating clear decision rules. Somewhere between discussion and implementation there is a decision point. Kathy stated that it is about going from the world of ideas to the world of action and that we are at the point of walking over that bridge. In general, when people get to the point of making a decision, some people are still discussing and others are implementing and we need to avoid that. There are some primary decision rules to consider in terms of when you decide, how the decision is made and clearly you would be up in the majority consensus zone with regard to your recommendations. The Commissioner will take all of your recommendations and feedback under advisement in order to decide what the model will be. Kathy explained that if you do not have a decision rule, the following things can happen:

- People assume that since the issue was discussed, a decision was made.
- Individual members act in their own idiosyncratic perspectives.
- After the meeting ends without agreement, a few people meet behind closed doors and make the real decisions.

In terms of this group, we want to have the conversation be public, open and really have a public sense of your gradient of agreement as a group, as a recommending body to the Commissioner and her staff. Kathy then passed out the gradient of agreement. The far left of the axis is Endorsement, "I like it". The far right is a Block, "I veto this proposal". Then there are gradients of agreement in between. The trouble zones are Formal Disagreement and Blocking.

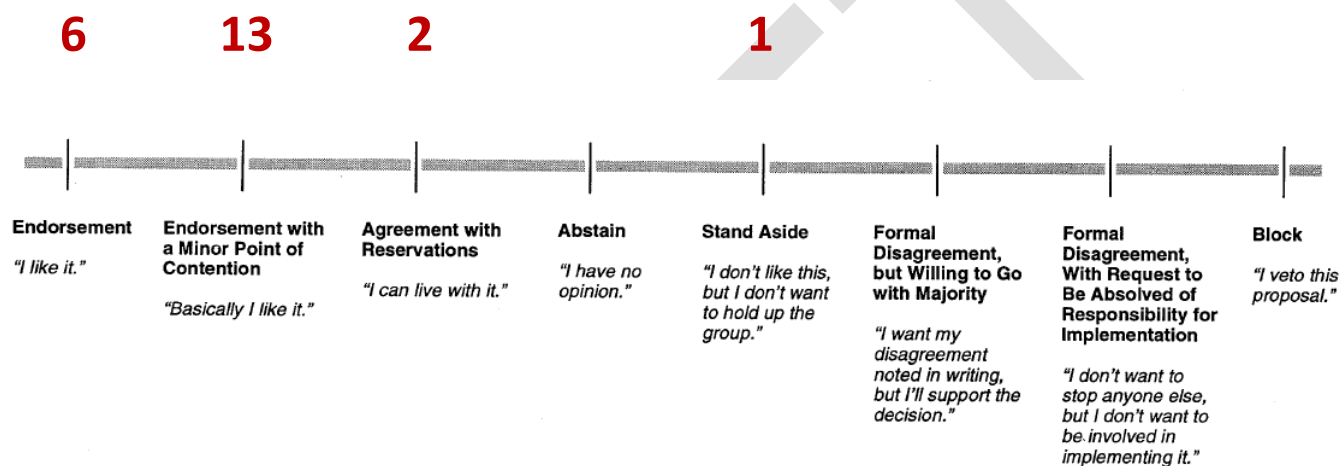
Everyone then read individually to identify questions that they have pertaining to the following:

- Key Principles
- Dimensions/Domains of a Model System
- Standards of Professional Practice
- Performance Standards
- General Measurement Framework
- Specific Measurement Framework

The Results

Following are the results of the gradients of agreement and the questions that each group had that went along with each area. Below some of the questions are Scott Marion's answers. (Please note, we did not get to all of the questions and we were not able to address any of the questions on the Standards of Professional Practice area.)

KEY PRINCIPLES GRADIENT OF AGREEMENT



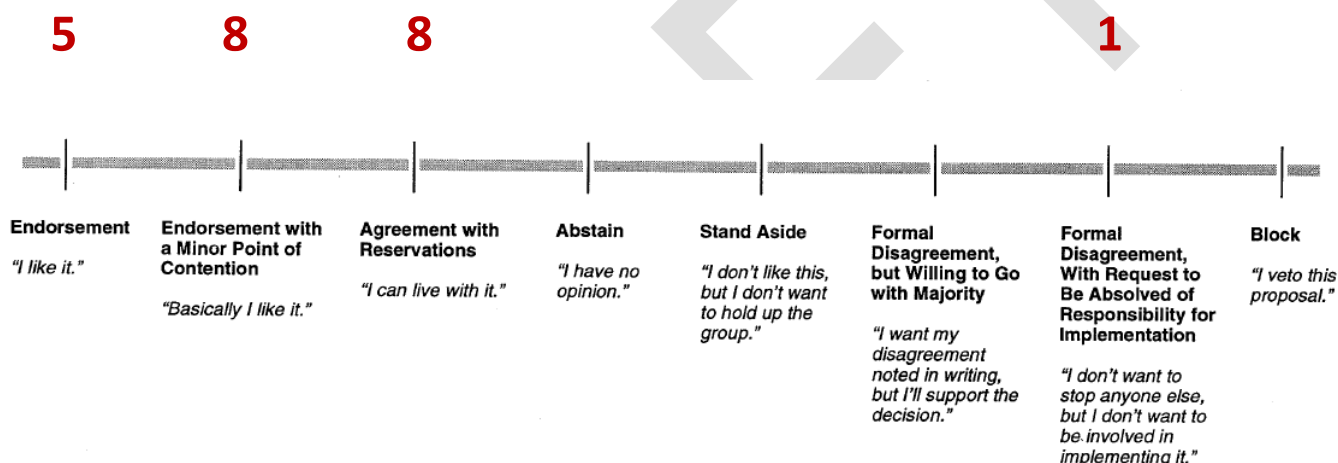
GROUP QUESTIONS, FEEDBACK (AND SOME ANSWERS) PERTAINING TO THE KEY PRINCIPLES

1. How do you address rater reliability in evaluations of classroom visitations, etc.?
 - Scott said this question probably needs to be under the Specific Measurement category.
2. Do administrators, etc. in a building practice "calibrating" their evaluations?
3. If a district defines their system through negotiation while following the model, will it still be accepted?
4. What does it mean to have individual educators have input into the specific nature of the evaluation?
 - Scott said as a group, the teachers in the district should have a say in the specific framework that the district is using for evaluation. It should not just be done by the administrators in the central office and presented to the teachers to say "Here is your evaluation system". It needs to be done collaboratively and build a system because there are a lot of decisions to come. For the individual educator, that is the part where we are talking about the setting of professional goals and establishing student learning objectives. That's where each individual educator will also have a say and a role.

5. Can we have more specificity on differentiation? A second grade teacher is different than a high school teacher.
6. How will the model be differentiated for beginning teachers and seasoned teachers?
7. Can we delete #9, as it weakens #'s 1-8? Be strong!
8. There are concerns with #9. The statement is both strong and awkward. I.e. "Difficult to ensure...will lead to valid and reliable." Also, what is meant by "peer team"? Ultimately principals and teams can make decisions.

DIMENSIONS/DOMAINS OF A MODEL SYSTEM

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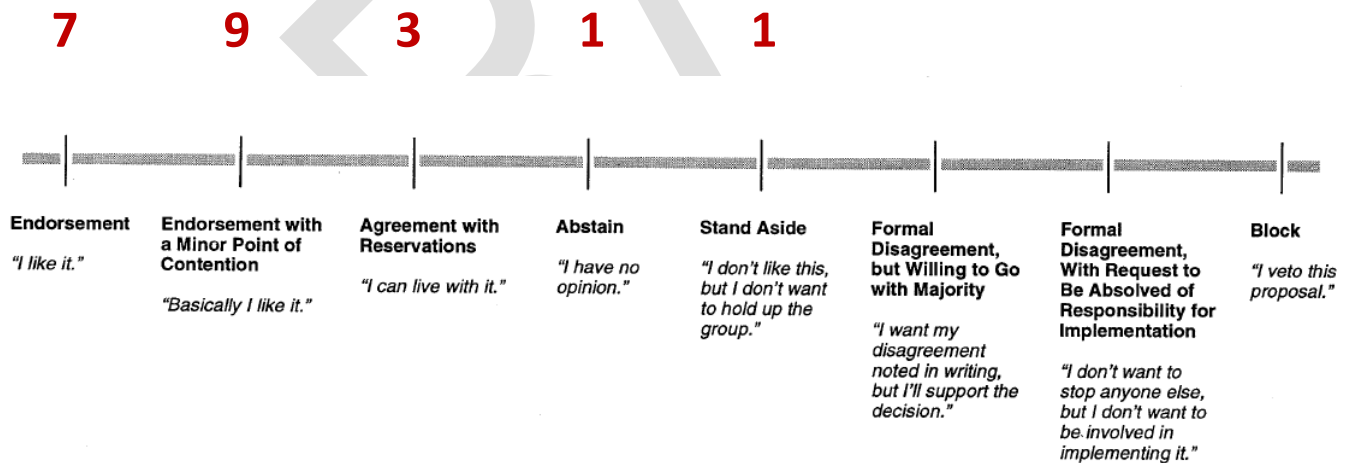
GROUP QUESTIONS, FEEDBACK (AND SOME ANSWERS) PERTAINING TO THE DIMENSIONS/DOMAINS OF A MODEL SYSTEM

1. Do portfolios equal a good return on an investment with English learners, special needs, etc.? Portfolios done well, but very labor intensive. Do they take away from classroom observations and other areas? Make sure it's tied to a specific student learning objective/outcome. Attach a rubric for the portfolios.
 - Scott agrees that portfolios could simply be boxes of stuff and not anything meaningful. He would like to broaden the conception of the term. He thinks that when it is approached as an evaluator, the classroom observation would serve a purpose. Maybe the word "portfolio" needs to be changed, but looking at artifacts and other sources of data beyond observations is worthwhile.
2. Districts can choose different weights? How?
3. We need to be flexible on what counts as performance data.

- Scott agreed with this statement. As long as it is systematic, high quality, and done with some integrity, there is a lot of available data sources that should be pulled into these evaluation systems.
4. What happened to our definition of Teacher Effectiveness? Why is Colorado's definition on page three? We need New Hampshire's definition.
 - Scott said the definition in the Task Force was not a performance definition of how good is good enough and what does it take as a comprehensive whole when we look to describe an effective teacher. It was a great broad-based definition, but it would not give enough clarity as to why one teacher was effective and another was not.
 5. Is it important to include the verbiage about nominal versus effective weights? We do not feel like it is needed for the model. Statistically important versus so specific that many might not "get it".
 6. One group recommended the first sentence on page two under Dimensions/Domains of a Model System be removed.
 7. There is also a question of the design of the model. The last paragraph on page two talks about each domain being weighted at 20%. Why would we make Student Data equal to 20%?

STANDARDS OF PROFESSIONAL PRACTICE

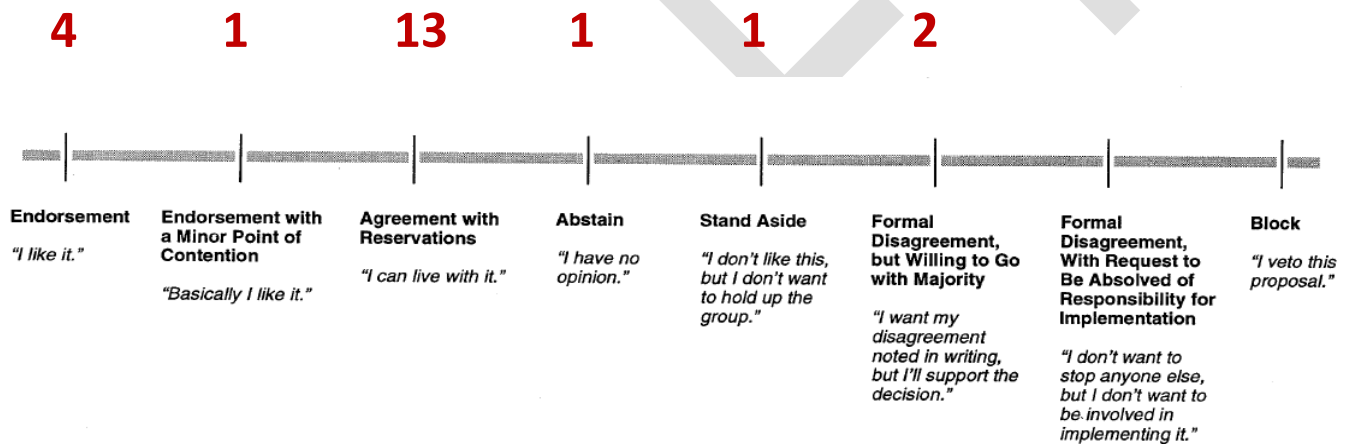
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GROUP QUESTIONS/FEEDBACK PERTAINING TO THE STANDARDS OF PROFESSIONAL PRACTICE

1. Use Task Force Phase I definition.
2. Where is the appropriate place for dispositions?
3. Would it be a better or more feasible approach to describe the characteristics of an effective evaluation system/framework in generic form, instead of naming a particular model (e.g. naming Danielson)?

GENERAL MEASUREMENT FRAMEWORK GRADIENT OF AGREEMENT



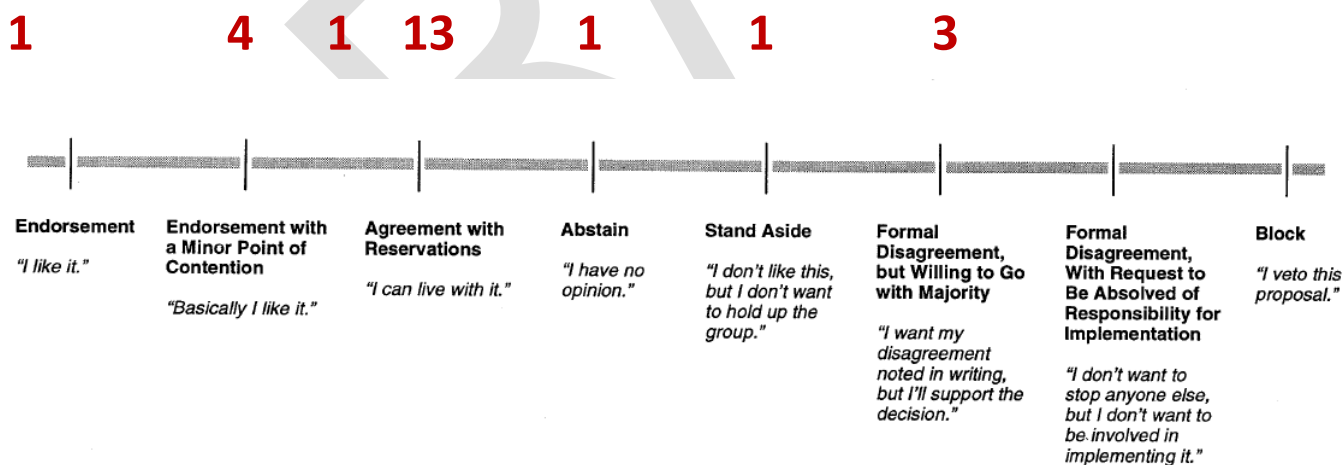
QUESTIONS, FEEDBACK (AND SOME ANSWERS) PERTAINING TO THE GENERAL MEASUREMENT FRAMEWORK

1. Are we limiting what teachers will try?
2. There is concern about the use of Student Growth Percentiles for some teachers, especially if it is not related to the subject.
 - Scott said you cannot measure growth the same way for high school as you do for fourth through eighth grade. For grades that do not have NECAP testing, you will need to have Student Learning Objectives and you will need to think of other ways of documenting their contribution to improve student performance. You will need to use the best available evidence where you have it.
3. Will there be consistent training for all evaluators?
4. Define "student voice". How is it gathered, used and weighted?
5. How can we include parent and student input and measure the validity of it?
6. How will districts demonstrate fidelity and implementation of whatever framework is used?

7. How are the Student Learning Objectives more complex to define at the high school level?
8. How can we ensure that Student Learning Objectives are rigorous, yet fair to all involved?
 - Scott said there are some real issues with this. We are trying to build a process around this. We could achieve the rigor and fairness of the SLO's through peer review of various SLO's within buildings, across buildings, across districts, etc. This should be a collaborative effort.
9. Can a teacher in a tested area use a Student Learning Objective instead of Student Growth Percentile?
 - Scott said there are no federal requirements around standardized testing. If we have NECAP testing and teachers are supposed to be teaching to that, should it count in teacher evaluations in those subjects and grades? It doesn't need to be the entire component, but why wouldn't we use it?
10. Can we use Student Learning Objectives for Teacher Effectiveness and Student Growth Percentiles for school improvement?
11. ? Course Student Growth Percentile at grades → p/o reference versus a "factor" in the measurement framework? Student Learning Objectives = ?

SPECIFIC MEASUREMENT FRAMEWORK

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(*Please note that the first and third numbers above not associated with a line are where the red dots were placed on the charts.)

QUESTIONS, FEEDBACK (AND SOME ANSWERS) PERTAINING TO THE SPECIFIC MEASUREMENT FRAMEWORK

1. What are the indicators of an appropriate quality portfolio?
2. What is an effective personal portfolio?
3. How will the terms frequency, valid and reliable be defined?
4. Effective Teachers – Language change: Formal observation as needed or stipulated by local contract with frequent walk-throughs encouraged.
5. Ineffective/Novice Teachers – Request: Reduce formal observations to three per year (seasonal).
6. Add a reflective piece to the observation process. It could be substantiated by observed.
7. Do all districts really have the staffing to do all the suggested number of observations effectively?
 - Scott said no, but then asked what we want it to say? We may have to start people on different schedules to get this implemented.
8. Student Learning Objectives for high school teachers: Most courses are not included in the one year of NECAP at the high school level. We will need good pre and post measurements to establish and rate “student learning”.
9. How do we know that principals are really evaluating on “best practices”?
 - Scott said the most difficult challenge will be getting good leaders to do this well. And we cannot rely on just the leaders to do this or it will be impossible. It has to be more of a team approach.

Scott Marion

Scott reminded the group that we are meeting again on May 1st and May 21st.

Kathy Dunne

Kathy let everyone know that we are also going to have two meetings in June and the dates are to be determined.

The meeting ended at 6:32 pm.

Submitted by Trisha Allen

April 16, 2012